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Teacher Knowledge of School Counselor Responsibilities

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Teacher Knowledge of School Counselor Responsibilities

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Abstract

The effectiveness of an educational intervention regarding school counselor responsibilities is being evaluated. High school teachers in a suburban, Western New York school were participants in the study. Teachers were presented with information about the role and responsibilities of school counselors over the span of 6 weeks. A pretest and posttest was administered to assess the effectiveness of the educational intervention. The pretest and posttest asked teachers to select from a list of 28 responsibilities they believed a school counselor performs. The findings of the pretest indicated that teachers believe counselors perform 11 out of 14 appropriate activities, and 6 out of 14 inappropriate activities. After the educational intervention was performed, the posttest revealed that teachers believe school counselors perform 11 out of 14 appropriate activities, and 4 out of 14 inappropriate activities.

Teacher Knowledge of School Counselor Responsibilities

The school counselor's role in facilitating student achievement is complex. In past years, school counselors have had responsibilities that have included disciplining students, keeping track of attendance, filling in for the principal or teachers when there is an absence, checking grades, monitoring study halls, managing cases for special education, coordination testing, organizing and maintaining school records, scheduling new students, building the master schedule, and performing clerical responsibilities (Hatch & Bowers, 2002). Currently, the school counseling profession is going through a transformation, as reflected in the Education Trust's (1999) Transforming School Counseling Initiative (TSCI), the American School Counselor Association (ASCA) National Standards (Campbell & Dahir, 1997), and the ASCA (2005) National Model. The "new vision" for school counseling demands that counselors take on a greater role and responsibility for student success (Beale, 2004). School counselor practitioners are encouraged to develop accountable, comprehensive school counseling programs that align their program goals with those of the school (Dahir, Burham, Stone, & Cobb, 2010).

Despite the efforts to clearly define the role and responsibilities of the school counselor, the profession continues to face role disparity, unclear responsibilities, and the obligation of performing administrative tasks (Dahir et al., 2010). Burnham and Jackson (2000) explained "School administrators, teachers, parents and other interested groups often view the school counselor's role differently" (p. 41). The consequence of role ambiguity is that administrators are left defining the school counselor's role and function (Oyaziwo & Imonikhe, 2002). School counselors often find themselves justifying or defending their contributions to student success, only to further convolute the scope and focus of their work (Dahir et al., 2010). Counselors must increase the documentation of the effectiveness of their programs and, as increased accountability occurs, support for their programs may increase as well. As counselors provide

evidence of the value of their interventions, they need to share it with stakeholders to educate them about the benefits of school counseling programs (ASCA, 2005). The education of stakeholders will bring clarity to the school counselor role and thus provide support for the entire guidance program.

The purpose of this study was to assess how an educational program about the role and responsibilities of the school counselor will impact teacher's knowledge of appropriate and inappropriate school counseling activities. Data was collected through the use of a pretest and posttest during the 2011-2012 school years.

Literature Review

This literature review begins with an examination of the history of school counseling to set the landscape for the profession's current issues. It will discuss the evolution of school counseling, as well as transitions the profession has seen organizationally. Next, various comprehensive school counseling models will be discussed to outline the role and responsibilities of school counselors, with primary focus on the ASCA National Model. Finally, the research will present how different stakeholders, including school counselors, parents, administrators, and teachers, perceive the responsibilities of school counselors.

History of School Counseling

The concept of guidance emerged in the late 1800s and early 1900s as a result of the Industrial Revolution and the changing social, political, and economic climate of the U.S. (Gysbers & Henderson, 2001). The implementation of guidance in schools was accomplished by teachers during the first two decades of the 20th century (Gysbers & Henderson, 2001). Teachers, in addition to their regular teaching duties, also provided vocational guidance (Gysbers & Henderson, 2001). The purpose of vocational guidance was to prepare students to enter the world

of work, prepare students for the transition of life after high school, and help students find careers that matched their interests and abilities (Gysbers, 2001). At this time, there was no formal organizational structure to guidance (Gysbers & Henderson, 2001). Teachers acquired this guidance role, and were expected to perform guidance duties in addition to the other responsibilities they already had (Gysbers & Henderson, 2001).

In the 1930s, a new organizational structure for guidance in schools emerged (Gysbers & Lapan, 2001). The new structure, called pupil personnel work, involved a variety of faculty including attendance officers, visiting teachers, school nurses, school physicians, and vocational counselors. At this time, guidance became a set of services offered within the school setting. The Great Depression and World War I brought more changes to the school counseling profession. The vocational needs of industry and the military during World War I stimulated the development of aptitude testing (Stone & Dahir, 2011; Gysbers, 2001). In addition, new findings about individual differences and their impact on educational and vocational tasks were revealed (Gysbers, 2001). Traditional guidance programs that focused on vocational services were broadened with the addition of educational, personal, and social services (Stone & Dahir, 2011; Gysbers, 2001). In addition, guidance in schools was being provided more and more by full time counselors, as opposed to teachers performing counselor duties (Gysbers & Lapan, 2001). The term ‘pupil personnel work’ was replaced with ‘pupil personnel services’. While the vocational emphasis still existed in guidance, other topics such as child development and mental health began to dominate the field (Gysbers, 2001).

In the 1950s, the school counseling profession continued to evolve with the development of the American School Counseling Association (ASCA) in 1953 (Lambie & Williamson, 2004) and the National Defense Education Act (NDEA) of 1958. The act provided funds to upgrade the

skills of school counselors who were already employed, to prepare more individuals to become school counselors, and to add elementary guidance and counseling programs to school (Gysbers, 2001). At this time, school counselors were still using the term ‘services’ to describe their work (Gysbers & Lapan, 2001). Typically, the six guidance services performed by counselors were orientation, assessment, information, counseling, placement, and follow-up (Gysbers, 2001).

Beginning in the 1970s, the concept of guidance as a program began to develop. There was a call to transform guidance from what had become a supplementary set of services into comprehensive, developmental programs (Gysbers, 2001). The conflict and confusion surrounding the role and responsibilities of school counselors were the impetus for the development and implementation of comprehensive, developmental counseling programs. Guidance transformed from a set of services delivered by an individual in the position of school counselor, into a program that focused on the academic, career, and personal/social development of students (Gysbers, 2001). As the 21st century unfolds, school counseling programs are replacing the tradition services oriented structure of guidance (Sink & MacDonald, 1998).

Models in School Counseling

Even though much work was done in the 1970s through the 1990s to develop and implement comprehensive school counseling programs, the school counseling profession remained a set of services that focused on administrative and management responsibilities (Gysbers, 2001). In reaction to the Education Trust’s TSCI (1999), ASCA attempted to redefine the role of professional school counselors with the ASCA National Model (2005). In the Model, ASCA sought to combine aspects of: the TSCI initiative (1999), existing counseling models, (Gysbers & Henderson, 2000; Johnson & Johnson, 1982; Myrick, 1993) and the ASCA National Standards for School Counseling Programs (Campbell & Dahir, 1997). The goal was to develop

a comprehensive, developmental, data-driven, results-based model that could serve as the framework for all school counseling programs.

Developmental school counseling programs.

Developmental school counseling programs are designed to assist students with normal developmental tasks that characterize each distinctive developmental stage (Borders & Drury, 2001). A developmental approach to guidance considers the nature of human development, including the stages and tasks that are typically experienced by individuals as they grow from childhood to adulthood (Aluede, Imonikhe, & Afen-Akpaida, 2007). In addition, developmental programs help students acquire the knowledge, skills, and attitudes necessary to successfully master typical developmental tasks (Borders & Drury, 2001). They should address all developmental domains, including academic, career, and personal/social (Borders & Drury, 2001). Myrick (1993) stated that guidance curriculum should be based on the developmental and growth stage a student is in, as well as what tasks and skills should be achieved at that level. For example, lessons for elementary students might be geared toward developing a broad range of interests, displaying a positive interest in learning, and understanding consequences of decisions. At the middle school level, lessons might be geared toward respecting alternative viewpoints, using effective communication skills, and learning the goal setting process. At the high school level, lessons might be geared toward identifying values, beliefs, and attitudes, learning and applying critical thinking skills, and acquiring employment readiness skills such as dependability and responsibility. Developmental guidance programs acknowledge that skills are formed and reformed through experience and education (Borders & Drury, 2001). Therefore, the learning and re-learning of specific skills are crucial for student development.

Comprehensive school counseling programs.

The concept of the comprehensive school counseling program, developed by Gysbers and Moore (1981), has been reworked over the last 20 years by Gysbers and Henderson (2000). The comprehensive model developed by Gysbers and Henderson (2000) and incorporated into the ASCA Model (2005) has provided school counselors with recommendations for role definition, time allotments, and appropriate role responsibilities. The comprehensive model serves as a framework for designing, developing, implementing, and evaluating school counseling programs (Gysbers & Henderson, 2000). Comprehensive school counseling programs are intended to address all aspects of a student's development by providing a full range of student services that help students gain the knowledge and skills needed to master normal developmental tasks (Borders & Drury, 1992). According to Sink and Macdonald (1998), comprehensive school counseling programs have very specific attributes that include (a) de-emphasizing administrative tasks and crisis-oriented intervention modes and (b) promoting counseling activities and group experiences designed to support the development of skills necessary for students to be productive and responsible citizens in the world. In addition, comprehensive counseling programs have a distinctive organizational structure that includes having (a) an explicit mission; (b) specific goals and objectives; and (c) an organized, sequential curriculum (Aluede et al., 2007).

Previous Models

Comprehensive school counseling models come in various forms (Gysbers & Henderson, 2000; Johnson & Johnson, 1982; Myrick, 1993). Johnson and Johnson (1982), directors of guidance in two Maryland counties, were leading advocates in the development of a results-based approach to the planning and implementation of guidance programs. They believed that when school counseling programs articulated set outcomes to be achieved, many services could be used to facilitate such outcomes (Johnson, 2003). In their view, unless specific outcomes for a

school counseling program were explicitly defined, it would be impossible to measure program effectiveness or accountability (Johnson & Johnson, 1982). The model defined by the Johnson and Johnson (1991) focused primarily on guidance competencies to be achieved by students. Process decisions such as how the program should be delivered (e.g. individual counseling, school guidance curriculum, etc.) were left to the program implementers to decide. All time allocations and delivery system decisions were based on how individual counselors choose to reach their pre-determined goals. Only activities that were relevant to student needs or outcomes sought were implemented (Johnson, 2003; Johnson & Johnson, 1991). Counselors had a lot of freedom within this system to perform activities that met the challenges and constraints of their specific school and population (Johnson & Johnson, 1991).

Another popular model that has guided the organization of school counseling programs is Myrick's (1993) model. Myrick identified six counselor responsibilities in which school counselor's perform: individual counseling, small group counseling, classroom guidance/large group guidance, consultation, coordination, and peer facilitation. Myrick's model (1993) also gave time allocations for each component of the guidance program. He stated that non-counseling tasks, such as clerical and administrative duties, are inappropriate and should not take up much of a counselor's time. He proposed that individual counseling encompass anywhere from 2 to 6 hours per week and account for about 5% to 15% of the counselor's time. He recommended that small group counseling be allotted 10% to 25% of a counselor's weekly time. Classroom guidance should comprise no more than 8% of a counselor's time. The other counseling functions, including consultation and peer facilitation, should comprise 7% and 5% of a counselor's time, respectively. Myrick stated that the emphasis in developmental guidance programs should be on prevention rather than remediation; in addition, he believed that

counselors should shift their focus from a crisis-based orientation to a strategized orientation (1993).

The model developed by Gysbers and Henderson (2000) consisted of three elements; content, resources, and organizational framework. The content element articulated the competencies students should master as a result of participating in a school counseling program. The resource element was broken down into three sources; human, financial, and political. The organization framework consisted of three structural components; the definition, the rationale, and the assumptions. The components connected the program to other educational programs, offered reasons why the program is needed, and provided the principles upon which the program rested (Gysbers & Henderson, 2000). The organizational framework also consisted of the four fundamental components through which student learning competencies are addressed: guidance curriculum, individual planning, responsive services, and system support. The guidance curriculum consisted of structured experiences delivered in a systematic fashion through classroom activities and group activities. The curriculum was organized around the developmental competencies students should acquire based on their age and grade level. The individual planning component consisted of activities that help all students develop, analyze, and evaluate their personal, educational, and career goals. Individual planning activities included advisement, assessment, placement, planning, and follow-up; these activities can take up anywhere from 5% to 35% of the counselor's time. The responsive services component consisted of activities designed to meet students' immediate needs and included counseling, consultation, or referral. The suggested time a counselor should spend on individual planning component ranged from 15% to, as much as, 40%. The system support component included activities involved in the management of the guidance program. Professional development, staff and

community relations, consultation with teachers, advisory councils, community outreach, and research and development made up this component. System support should encompass 10% to 25% of a counselor's time. Gysbers and Henderson (2000) referred to all tasks that do not fit in the four major components as non-guidance activities.

Current Trends in Education

Contemporary educational reform is changing the landscape of American classrooms. There is a multitude of change efforts that continue to raise the level of achievement expected from students. The driving force of educational reform is centered on the demand for increased accountability, standards-based education, high stakes testing, and closing the achievement gap (Stone & Dahir, 2011). Accountability governs 21st century schools, as administrators, teachers, school support staff, and school counselors are being asked to illustrate the influence and impact of their work (Stone & Dahir, 2006). High stakes testing has also put increased pressure on students, teachers, and parents to raise academic standards and improve student success (Stone & Dahir, 2011). In addition, legislation such as NCLB (2002) has articulated the goal of closing the attainment gap that exists between students of different races and socioeconomic levels. NCLB emphasized equitable access to educational opportunities and sought to establish educational setting in which all children are held to high academic expectations. The commitment to higher levels of student attainment and continuous improvement is a responsibility shared by all key stakeholders, including school counselors. The impact of educational reform on the school counseling profession is that counselors are now required to develop results-based school counseling programs (Gysbers, 2001). To show accountability, counselors must systematically collect, analyze, and use critical data elements to understand current achievement patterns of students (Dahir & Stone, 2003). Once this is done, school counselors can then begin to strategize

solutions, implement those solutions, and document how the school counseling program contributed to the success of students (Dahir & Stone, 2003; Stone & Dahir, 2011). In addition, counselors must evaluate their efforts and use the results to improve programming, which will increase the quality of experiences for students and in turn improve academic outcomes (Paisley & McMahon, 2001).

Impetus for ASCA National Model

There are currently almost 250,000 school counselors employed in school districts across 50 states (U.S. Bureau of Labor Statistics, 2010). Despite the high employment numbers, the school counseling profession was omitted from the educational reform agendas over the past several decades (Stone & Dahir, 2011). Because school counseling is a relatively young profession in relation to other educational occupations, there is confusion among the public as to its nature, function, role, and purpose (Stone & Dahir, 2006). In the past, school district administrators, educational organizations, and state departments of education have dictated the functions and activities that professional school counselors delivered to students (Stone & Dahir, 2001). According to Lenhardt and Young (2001), the “school counseling profession has arrived at a crossroads, one pointedly marked by the need to define the profession, create a unified identity, and establish a public presence” (p. 187). Too often, school counselors are involved in non-counseling related activities, including multiple clerical tasks, that pull them away from more important counseling tasks (e.g. small and large group counseling; Burnham & Jackson, 2000). In response to the to the lack of consistent identity and role confusion in the school counseling profession, The Education Trust (1999) and the ASCA National Model (2005) are working to transform the role of the school counselor. The ASCA National Model (2005) reflects current education reform movements that mandate all federally funded programs be accountable

for and directly connected to student achievement and improvement (Hatch & Bowers, 2002). In addition, the ASCA National Model (2005) suggested that school counselors, as part of their obligations, inform stakeholders about their role and responsibilities. Paisley and McMahon (2001) explained that counselors must educate and reeducate those with whom they work concerning appropriate roles and tasks.

ASCA National Standards

Developed by the American School Counselor Association (ASCA), the National Standards are essential elements of an effective school counseling program (Campbell & Dahir, 1997). They were created in for the purpose of defining the mission and outlining the goals of school counseling programs. The content of school counseling programs addresses student developmental competencies through three learning standards:

- “Academic Development Standards

1. Students will acquire the attitudes, knowledge and the skills that contribute to effective learning and across the life span.
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options that include the possibility of college.
3. Students will understand the relationship between academics, world of work, and life at home and in the community.

- Career Development Standards

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Students will employ strategies to achieve future career success and satisfaction.

3. Students will understand the relationship between personal qualities, education and training, world of work.

- Personal/Social Development Standards

1. Students will acquire the attitudes, knowledge, and interpersonal skills to assist them in understanding and respecting their self and others.

2. Students will make decisions, set goals, and take necessary action to achieve goals.

3. Students will understand safety and survival skills” (Campbell & Dahir, 1997, p. 17).

Each of these areas of student developmental competencies encompassed a variety of anticipated student learning competencies. The student learning competencies, called National Standards, are comprised of the specific knowledge, attitudes, and skills that form the foundation of the developmental school counseling program (Campbell & Dahir, 1997). The intent of the ASCA National Standards was to increase the legitimacy of the school counseling profession while ensuring academic, career, and personal/social competencies were delivered to every student in a proactive and preventative manner (ASCA, 2005; Campbell & Dahir, 1997). They identified what students should know and be able to do as a result of their participation in a comprehensive school counseling program (Dahir, 2001). In addition, they helped to clearly articulate and define the role that school counseling programs play in promoting student success and achievement (ASCA, 2005; Dahir, 2001).

The ASCA National Model

The ASCA National Model (ASCA, 2005) stated that a school counseling program should be "comprehensive in scope, preventative in design and developmental in nature" (p. 13). ASCA believed that the main goal of a counseling program is to enhance student learning through student development, which is accomplished through the student accrual of

competencies through participation in a comprehensive counseling program. School counselors, using the Model, can connect their work to student achievement records and demonstrate that their work is connected to the academic mission of their schools. The Model stressed the need to collaborate with all significant adults in the school community and, as this occurs, school counseling programs and school counselors will support the missions and visions of our schools and will be powerful advocates for all students (ASCA, 2005).

Themes.

The Education Trust is a non-profit organization that works towards high achievement for all students. ASCA worked with the Education Trust (1999) to infuse themes of leadership, advocacy, collaboration, and systemic change throughout their National Model for school counseling programs. In the leadership role, counselors are involved in changing the entire system to ensure that every student is successful (Education Trust, 1999). By doing so, counselors ensure that all students are exposed to academic preparation that will provide them with greater opportunities and increased academic achievement (ASCA, 2005; Education Trust, 1999; Stone & Dahir, 2011). In addition, school counselors work as leaders to closing the existing achievement gap between advantaged students and poor or underachieving students (Hatch & Bowers, 2002). The leadership role is fulfilled through a variety of ways. For example, school counselors can provide data on student outcome that show the achievement gap (Education Trust, 1999). They can also promote, plan, and implement prevention programs such as decision making activities and social and personal management. Not only are school counselors leaders, but they are also advocates. They advocate for the success of each student by working to guarantee that students' needs are addressed and met at every educational level (Education Trust, 1999; Stone & Dahir, 2011). School counselors strive to eliminate barriers that

are preventing students from succeeding by advocating for rigorous academic placements and experiences that broaden students' awareness (Education Trust, 1999). By minimizing barriers and promoting equity, school counselors prepare more students to complete school and choose from a wider range of post-secondary options, including college (Hatch & Bowers, 2002).

The Education Trust (1999) also stated that school counselors collaborate with all stakeholders, both inside and outside the school, to create educational programs that support and promote the achievement of all students. By encouraging teaming and collaboration, school counselors cultivate a sense of unity among students, staff, parents, and community members as they work together towards equity, access, and academic achievement for all students (ASCA, 2005; Education Trust, 1999). School counselors can fulfill this role by working with problem solving teams to ensure that equity and cultural diversity issues are responded to (Education Trust, 1999). In addition, they can collaborate with stakeholders to develop staff training initiative that respond to students' academic, social, emotional, and developmental needs (ASCA, 2005; Education Trust, 1999).

Lastly, school counselors promote systemic change through the use of data (Education Trust, 1999). Systemic change occurs when policies and procedures are analyzed and adjusted in light of new data. (Hatch & Bowers, 2002). School counselors are in a unique position to identify groups of students who are being underserved and create opportunities for these students to whom education has been adversely stratified (Stone & Dahir, 2011). Creating change begins by examining data to determine what policies and practices in school systems are not promoting equity and achievement for all students (Stone & Dahir, 2006). School counselors have access to data such as attendance rates, dropout rates, GPAs, SAT/ACT scores, standardized test scores, course enrollment patterns, discipline referrals, homework completion rates, and suspension

rates, among other things. They can use this data to develop targeted interventions to students ensure equity and access to resources for students in need (Stone & Dahir, 2011).

Elements.

The four elements of the ASCA National Model (2005) are as follows:

1. The foundation
2. The delivery system
3. The management system
4. The accountability system

Foundation.

The foundation of the program addressed what every student should know and be able to do as a result of their participation in a school counseling program (ASCA, 2005). The components of the foundation include the beliefs and philosophy, the mission, the domains, and the ASCA National Standards. The foundation serves as the ground upon which the entire program is built; therefore its design requires a cooperative effort among all stakeholders.

Management.

The management system of the ASCA National Model (2005) presents the organization processes and tools needed to deliver a comprehensive school counseling program. These process' and tools include: agreements of responsibility, use of data, action plans, calendars, and time and task analysis. In addition, the management system outlines appropriate responsibilities and inappropriate responsibilities for school counselors to partake in. ASCA delineated 18 appropriate activities and 18 inappropriate activities for school counselors. Included in the list of appropriate activities were the following: counseling students who are tardy or disciplinary problems, collaborating with teachers to present guidance lessons, advocating for students, providing small and large group counseling, and interpreting student records. The following

activities were deemed inappropriate for school counselors: teaching classes when teachers are absent, clerical record keeping, data entry, computing grade point averages, and registering and scheduling new students.

Delivery.

The delivery component describes how school counseling activities are implemented. The ASCA National Model (2005) recommended that 80% of a counselor's time be spent providing direct services to students, staff, and families through the delivery system component: school guidance curriculum, individual student planning, responsive services, and system support. School guidance curriculum, is based on the notion that all students should be exposed to guidance curriculum that helps them achieve developmentally appropriate competencies in a systematic, sequential manner (Gysbers & Henderson, 2001). The guidance curriculum is delivered through the following methods (ASCA, 2005):

- **Classroom Instruction.** School counselors present lessons in the classroom setting by teaching, team teaching, or supporting the teaching of guidance curriculum learning activities or units in classrooms.
- **Group Activities.** School counselors implement large group guidance events outside the classroom to respond to student's needs or interests.

Guidance curriculum should encompass as much as 45% of a counselor's time at the elementary level and a minimum of 15% at the high school level (Burnham & Jackson, 2000). In regards to classroom guidance activities, counselors should utilize teachers to assist during the teaching of counseling units. The curriculum should not be limited to one or two school subjects, but should be taught in as many subjects as possible (Gysbers & Henderson, 2000). In addition, guidance curriculum should be infused into the whole school curriculum and throughout different areas within the school building (Gysbers & Henderson, 2000). Typically, counselors

present structured units based on the common developmental needs of students at a particular grade level, but units can also be prepared in response to events (Borders & Drury, 1992). Examples include the death of a student or teacher, racial conflict, or a natural disaster. In addition, teachers may ask counselors to create a unit that addresses the issues of one particular group, such as bullies. In regards to large group guidance activities, counselors should reach out to other members of the guidance team (such as administrators and teachers) to help organize and conduct group sessions (Gysbers & Henderson, 2000). Although it is the counselor's responsibility to plan, organize, and implement group activities, the entire faculty needs to be supportive and cooperative for successful execution (Aluede, et al., 2007). Through group activities, counselors should not only reach out to students, but they should reach out to parents as well (ASCA, 2005). School counselors can reach parents through parent workshops and presentations on topics such as preparing a child for college or the world of work, dealing with a child who has a disability, and peer pressure (Beale, 2004).

The purpose of the individual student planning piece is to provide students with guidance activities that help them plan for and manage their personal/social, career, and academic development (Gysbers, 2005). The counselor's time allocated to this should range from 5% at the elementary level to as much as 35% at the high school level (Burnham & Jackson, 2000). The individual student planning component enables all students to plan for their future in a systemic fashion (Beale, 2004) through individual/group appraisal and individual/group advisement (ASCA, 2005). Individual/group appraisal requires school counselors to use data such as test information, four-year or six-year plans, interest inventories, yearly course selection, and college selection to help students assess their abilities, interests, skills, and achievements (ASCA, 2005). The use of information can help students develop both short and long range goals and plan for

their future (Gysbers & Henderson, 2000). The individual/group advisement component involves counselors working directly with students to develop an educational plan that is consistent with their personal, educational, and career goals (Gysbers, 2005). In these advisement sessions, school counselors can address topics such as tests scores, career decision making, interests, yearly course selection, college selection, job shadowing, and test-taking strategies, among other things (ASCA, 2005).

The responsive services of the delivery component are designed to provide immediate services that address the concerns and needs of students (Gysbers & Lapan, 2001). Problems relating to academic learning, personal identity issues, peer and family relationships, and drugs are becoming increasingly common amongst students (Aluede et al., 2007). School counselors are vital in addressing the immediate information needs of parents, teachers, and students because of their special training and unique skillset (Gysbers & Lapan, 2001). Burhnam & Jackson (2000) explained that time spent on prevention and intervention services in this component varies greatly across grade levels and occurs on an as needed basis. According to ASCA (2005) responsive services can be implemented through:

- Crisis counseling. Counselors provide support to students and their families facing crisis situations. This service is typically short term and temporary, and may require referral to appropriate community resources.
- Consultation. Counselors work with parents or guardians, teachers, other educators, and community agencies to come up with strategies to assist students and families with their challenges.
- Personal counseling. Counseling is provided on an individual basis to students dealing with challenges such as bullying, peer relationships, family concerns, learning skills, and

other normal developmental issues. The primary emphasis is on helping students clarify concerns and determine possible causes, alternatives, consequences, and solutions.

- Small group counseling. Counseling is provided to small groups of students who share similar concerns or challenges.
- Referral. Counselors use other professional resources in both the school and community to refer students dealing with issues such as violence, abuse, suicidal ideation, and depression. These referral sources may include: juvenile services, social services, mental health agencies, employment and training programs, vocational rehabilitation and special school programs.

The system support component consists of management activities that create, establish, sustain, and improve the school counseling program (ASCA, 2005). Burnham and Jackson (2000) stated that system support activities require a minimum of 10% up to a maximum of 25% of a counselor's time. Examples of system support activities (ASCA, 2005) include:

- Professional development. Counselors should regularly update their skills and professional knowledge to stay abreast of relevant information. Examples include completing postgraduate work, professional meetings, in-service trainings, professional association memberships, and contributing to professional research.
- Program management. This area includes the planning and management tasks needed to sustain the activities of a comprehensive school counseling program. It also includes responsibilities that members of the school staff may need to fulfill.
- Research and development. Examples of this area include evaluation of the counseling program, follow up studies, and continued development and updating of counseling and guidance activities.

- Staff and community public relations. This involves orienting the staff and the community to the comprehensive school counseling program through newsletters, local media, and school and community presentations.
- Community outreach. This area involves activities that are aimed to facilitate counselor knowledge about community resources, local labor markets, and employment opportunities. This requires that counselors visit social services agencies, industries, and businesses in their local area to familiarize themselves with the services offered.
- Community and advisory councils. Some examples of this include serving on local committees, curriculum teams, or advisory boards in which counselors work with members outside of their counseling team on project that benefit programs within the school and community.

In regards to staff and community public relations, Ponec and Brock (2000) highlighted the significance of communicating the school counselor's role to students, faculty, and the school community. Communication with stakeholders can be accomplished through newsletters, brochures, parent-teacher conferences, and staff meetings (Lenhardt & Young, 2001). Fitch, Newby, Ballesteros, and Marshall (2001) also suggested publishing a newsletter directed towards administrators, faculty, and parents. They explained that by providing clear statements about the goals and achievements of the school counseling program, counselors can build consensus for their roles and support for their program. System support is a crucial function of school counselor as the other three delivery elements (guidance curriculum, individual student planning, responsive services) would be ineffective (Aluede et al. 2007).

Accountability.

The accountability component involves the processes that help school counselors demonstrate the effectiveness of their work in measurable terms. The accountability system shows how students are different as a result of their participation in the school counseling program and includes the program audit, school counselor performance standards, and results reports (ASCA, 2005). Results reports include data that is collected for short term, intermediate, and long term evaluations of student progress (ASCA, 2006). The data provides counselors with information they need to determine how they have impacted students, and how their efforts can be modified and improved as needed (ASCA, 2005). Collecting and analyzing data is vital for assessing a program's effectiveness (Lenhardt & Young, 2001). The collected data can be used to promote the school counseling program. For example, the data found in results reports can be used to share the program's successes with school and community stakeholders and market the schools' counseling program (Stone & Dahir, 2011). Many media can be employed for publicizing the impact of a schools counselor's work, including print, video, radio, and TV (Lenhardt & Young, 2001).

Dahir and Stone (2003) suggested that counselors can demonstrate how their programs impact students through the use of MEASURE. MEASURE is a six step accountability process that helps counselors look at baseline data (e.g. student attendance and tests scores), develop strategies to move the baseline data, and look at the results to see if the strategies made a difference. The final step of MEASURE involves educating stakeholders about the impact of the school counseling program through the dissemination of documented changes in student baseline data. Publicizing the results of an effective school counseling program will provide stakeholder's will a deeper understanding about the functions of a school counselor and garner support for the guidance program.

Benefits of Comprehensive School Counseling Programs

Currently, more than half of the states in the U.S. promote the use of a comprehensive guidance and counseling program (Sink & Macdonald, 1998), including New York State (NYSSCA, 2005). The New York State Model for Comprehensive K-12 School Counseling Programs (2005) presented an organized and systematic approach to the delivery of a counseling program. The model outlined school counselor roles and responsibilities to ensure that their counseling practices and services align with the ASCA National Standards, the ASCA National Model, and the expectations of the New York State Education Department. In addition to emphasizing the five roles of leadership, advocacy, teaming and collaboration, and data driven decision making emphasized by the Education Trust, (1999), the model highlights the importance of coordination from a variety of people for a guidance program to be successful. The benefits of comprehensive school counseling programs (such as the New York State Model) can be felt by all stakeholders including parents or guardians, students, administrators, teachers, and school counselors (ASCA, 2005).

Comprehensive school counseling programs are beneficial to parents and guardians because they connect them to school and community based services, ensure that every student receives the content of the school counseling curriculum, and provide support in advocating for each child's academic, personal, and career development (ASCA, 2005). In regards to administrators, comprehensive school counseling programs are beneficial because they align the counseling program with the school's academic mission, provide data for grants and funding sources, and monitor data for school improvement (ASCA, 2005; Stone & Dahir, 2011). The benefits for school counselors include more clearly defined responsibilities and the elimination of non-school-counseling program activities (ASCA, 2005). In addition, counselors benefit

because comprehensive program connect the work of the school counselor to school improvement and demonstrates the counselor's role as a leader, advocate, team player, and collaborator in the school (Stone & Dahir, 2011). For teachers, the positive impact of school counseling programs include the promotion of a team approach to addressing student needs and increased collaboration with school counselors and other faculty (ASCA, 2005).

Research has also suggested that comprehensive school counseling programs positively impact a variety of student educational variables (Lapan, Gysbers, & Sun, 1997; Lapan, Gysbers, & Petroski, 2001; Aluede, et al., 2007). Lapan et al. (1997) found that at the high school level, students attending schools with more fully implemented counseling programs reported (a) that their education was preparing them for the future; (b) that they school had a positive climate; and (c) that they were earning higher grades. At the middle school level, students in schools with more fully implemented programs reported (a) feeling safer at school; (b) having fewer problems related to interpersonal challenges; (c) believing that their education was relevant to their future; and (d) being more content with the quality of their education.

Successful Implementation of Comprehensive School Counseling Programs

Acquiring the support of teacher's is essential for school counselors to be able to perform their jobs well (Nugent, 1990; Jackson et al., 2002; ASCA, 2005). Nugent (1990) reported that after counselors, teachers are the most important component in implementing a successful comprehensive guidance program. Teachers are one of the most influential figures in the school system and in student's lives, and they also spend more time with students than any other school staff member. Their understanding of the goals of the school counseling program is of utmost importance to the success or of a guidance program because if those goals differ from that of counselors, conflict could be the outcome.

Jackson et al. (2002) echoed that teacher support is a necessary ingredient for school counseling programs to be successful because teachers, along with administrators and parents, are a part of the counseling team. ASCA (2005) maintained that effective implementation of a comprehensive school counseling program requires the collaboration of faculty members. Effective collaboration between teachers begins by developing relationships, articulating common goals, and valuing each other's role (Stone & Dahir, 2011). In addition, it involves a willingness to share the credit, blame, rewards, and penalties of implemented activities.

Not only are teachers a vital part of the counseling team, but their beliefs and expectations of counselor performance can impact the counseling program, as well as other's perceptions of school counselors (Clark & Amatea, 2004). Davis and Garrett (1998) explained that teachers' perceptions of the school counselor's role can act as a barrier that inhibits school counselors from effectively providing services. For example, teachers may be hesitant to send a student to counseling because the student would miss out on important classroom instruction time. Their reluctance is a legitimate concern because teacher accountability is measured in part by student grades and test scores. Consequently, counselors rely on teachers for student referrals, so teachers play a crucial role in getting students to the counseling center.

The implication is that school counselors need to be aware of stakeholder's perceptions of their role and responsibilities, as it impacts the overall success of their school counseling program (ASCA, 2005; Jackson et al., 2002). Wittmer (1993) stated that a successful developmental guidance program is one in which all school personnel not only understands, but also appreciates and values the role of the school counselor. School counselors need to act as their own public relations experts by providing the community, staff, and parents with updated

information about the school counseling program goals and initiatives and the role of the school counselor (NYSSCA, 2005).

School Counselor Perceptions of the Responsibilities of the School Counselor

The researched school counseling models clearly stated suggested emphases, functions, and role responsibilities for school counselors. Despite this, school administrators, teachers, parents, and even counselors themselves look at the role and function of school counselors differently in regards to how counselor's time should best be spent (Beesly, 2004; Fitch et al., 2001; Herr, 2002; Lieberman, 2004). Burnham and Jackson (2000) looked at discrepancies between what school counselors actually do, versus what they should be doing based on comprehensive guidance delivery models. The authors asked school counselors to report how their time was consumed in comparison to different suggested comprehensive school counseling models. They found that counselors were performing some functions described in current program models, including small and large group counseling, classroom guidance, and consultation. Yet, they also found that counselors in this study reported performing duties that were not endorsed by existing guidance delivery models. Responses from counselors ranged from scheduling duties to working as the testing coordinator within their school.

In a study conducted by Fitch et al., (2001) high school counselors reported performing duties such as scheduling and record keeping, as well as functioning as a disciplinarian. Mustaine, Pappalardo, and Wyrick (1996) looked at the discrepancies between high school counselors actual vs. preferred time on task. They found that counselors performed activities such as developing master schedules, monitoring lunchrooms and hallways, substituting for absent teachers, and disciplining students. The non-counseling duties performed by the

counselors did not align with their preferences of performing activities for which they felt they were trained, including group guidance and educational planning.

In earlier data collected by Partin (1993), he found the school counselors' time was being occupied by completing paperwork, scheduling, and other secretarial duties rather than performing guidance functions. As a result of the clerical duties being performed by school counselors, they had less time to perform appropriate functions such as individual and small group counseling and consulting with teachers and parents (Fitch et al., 2001). Partin (1993) suggested that because counselors do not have a clear understanding of their specific role and function within the school, their time and energy is being spent performing tasks that are perceived as indispensable by administrators, teachers, and parents. These tasks, however, are not perceived as essential by school counselors (Fitch et al., 2001; Mustaine et al., 1996; Partin, 1993). The responsibilities of counselors discussed by Burnham and Jackson (2000), Fitch et al. (2001), and Mustaine et al. (1996), do not appear in published statements of school counselor obligations as defined by ASCA (2005). Kaplan (1996) and Sutton and Fall (1995) found that most school counselors do not view themselves as being used to their fullest potential in regard to their professional skills and abilities. School counselors reported being dissatisfied with their involvement in non-counseling responsibilities such as scheduling and disciplining students (Sutton & Fall, 1995).

Administrator Perceptions of the Responsibilities of the School Counselor

The ultimate responsibility of determining how school staff are utilized is vested in the principal (Dollarhide, Smith, & Lemberger, 2007; Lieberman, 2004). It is often the principal who determines the duties of school counselors and determines how school counselors spend their time (Amatea & Clark, 2005; Dollarhide et al., 2007; Lieberman, 2004; Ponec & Brock,

2000). Administrators commonly perceived school counseling as a support service that lacked a clear purpose (Amatea & Clark, 2005; Borders & Drury, 1992; Burnham & Jackson, 2000; Chata & Loesch, 2007; Dodson, 2009; Leuwerke, Walker, & Qi, 2009). Consequently, school counselors are being assigned responsibilities that are unrelated to their skills and knowledge (Schmidt, 2008). Several studies addressed the perceptions of school administrators regarding the school counselor's role and responsibilities (Amatea & Clark, 2005; Monteiro-Leitner, Asner-Self Milde, Leitner, & Shelton, 2006; Remley & Albright, 1988; Zalaquett, 2005). Most research has demonstrated discrepancies between the school counselor's responsibilities according to the ASCA National Model (2005) and principal's views and authorization of appropriate responsibilities.

Amatea and Clark (2005) conducted a qualitative study of 26 principals and found that one quarter of the principals characterized the work of their school counselor as innovative school leaders, collaborative case consultants, responsive direct service providers, and administrative team players. As members of the administrative team, school counselors were expected to implement administrative goals and fulfill administrative needs. These administrators viewed their counselors as 'another pair of hands' responsible for activities such as scheduling, lunch duty, substitute teaching, and coordination of special education staffing and placement. This is consistent with earlier research that suggested the counselor's role is frequently understood as that of administrative assistant and helper (Ponec & Brock, 2000; Remley & Albright, 1988).

When delegating tasks to school counselors, school administrators commonly ask counselors to perform duties that are not aligned with the ASCA National Model (2005), and for which counselors have not been trained to perform (Leuwerke, et al., 2009). These tasks include

clerical duties such as record keeping, test dissemination, special service coordination, student discipline, lunchroom and playground supervision, and master schedule development (Leuwerke et al., 2009). Kirchner and Setchfield (2005) compared school counselor's perceptions and principal's perceptions of inappropriate counselor activities (as delineated in ASCA, 2005). They found that principals identified the following inappropriate activities as significant counselor responsibilities: registration, testing, discipline, record keeping, and working on the special education program. The study also revealed that counselors and administrators were equally likely to endorse appropriate functions of the school counselor, such as assisting student transitions, providing referral services, and responding to crisis.

In a related study, Perusse, Goodnough, Donegan, and Jones (2004) surveyed both elementary and secondary school principals about appropriate and inappropriate school counseling responsibilities as listed in Campbell and Dahir (1997). The principals in the study indicated that counselors should participate in the following inappropriate activities: maintaining student records, administering cognitive, aptitude, and achievement tests, and assisting with duties in the principal's office. Over 80% of secondary school principals endorsed the inappropriate counselor tasks. In addition, the inappropriate tasks in which secondary school principals endorsed were also the top tasks in which secondary counselors spent the majority of their time on. This lends support to the belief that school principals influence the responsibilities that are performed by school counselors (Lieberman, 2004; Ponec & Brock, 2000). In seeking clarification of the school counselor's role, Zalaquette (2005) surveyed elementary school principals to determine the amount of time principals perceive counselors spend on certain tasks. His results refute those of Perusse et al. (2004). Although principals endorsed small group counseling and guidance as functions the counselor should spend the most time on, in actuality

the principals believed that counselors spent the most time on coordinating intervention meetings. This suggests that regardless of how school principals' perceive the school counselor's role, what counselors actually do is very different.

Studies have also looked at how future principals perceive the role of the professional school counselor (Chata & Loesch, 2007; Fitch et al., 2001; Ross & Herrington, 2005). Fitch, et al. (2001) examined the perceptions of pre professional principals in regards to non-counseling tasks. They found that record keeping, student registration, assisting with special education, and testing were rated significant or highly significant by at least 50% of participants. In addition, 29.7% of participants endorsed the task of disciplining students. Yet, the five duties participants rated as the most important counseling duties included helping teachers respond to a crisis, helping students with transitions, crisis response, providing a safe place for students to talk, and communicating empathy. Ross and Herrington (2005) found that pre-professional principals and counselor education students had differing views about the role of the school counselor. While counselor education students viewed the school counselor as a professional with specific duties, pre professional principals viewed counselors as staff members who complete responsibilities at the request of the principal (Ross & Herrington, 2005). Dollarhide et al. (2007) examined the relationship between school counselors and principals and noted a theme around principal's lack of training on the appropriate responsibilities of school counselors.

Chata and Loesch (2007) examined future school principal's view of the role of the professional school counselor. Four vignettes were constructed to reflect appropriate and inappropriate school counselor function as discussed in the ASCA National Model (2005). Respondents were asked to rate whether the activities portrayed in the vignettes were (a) appropriate to the position, (b) helpful to students' academic development, (c) helpful to

student's career development, and (d) helpful to student's personal/social development. While principals in training were able to differentiate between appropriate and inappropriate school counselor activities, there were differences between how they rated items (b), (c), and (d). The greatest difference between appropriate and inappropriate performance item rating was for career development (.88), followed by personal/social development (.72), and academic development (.33). This pattern suggested that principals in training did not have as clear of a picture of the role of school counselors in fostering student's academic development as they do of their role in fostering career and personal/social development.

Monteiro-Leitner et al., (2006) surveyed counselors, counselors-in-training, and principals regarding school counselor's current and expected responsibilities. Results indicated that principals endorsed more time being spent on responsibilities such as supervision of study halls, lunch duty, testing, and work on Individual Education Plans (IEPs) to a larger extent than counselors and counselors in training. In addition, principals believed counselors should only spend 12.3 hours per week providing individual and small group counseling, whereas counselors and counselors in training reported that they should spend 18.5 and 17.7 hours per week doing those activities, respectively.

Parent Perceptions of the Responsibilities of the School Counselor

Parent's perceptions of the school counselor's role and function within the school system are extremely important. Their perceptions and expectations can impact the services that school counselors provide to students. Several studies were conducted to determine parent's perceptions of the responsibilities of school counselors (Ibrahim, Helms, & Thompson, 1983; Partin, 1993; Remley & Albright, 1988). According to Partin (1993), most parents believed that the school counselors at the high school level spend the vast majority of their time "scheduling, testing, and

shuffling papers” (p. 274). Parents also perceived the high school counselor as that of an assistant principal (Partin, 1993). The high school counselor’s role is defined by tasks such as disciplining students and keeping records of absences (Fitch et al., 2001). The ASCA National Model (2005) deemed these administrative duties as unrelated to the standards that are set forth for the high school counselor. Schmidt (2008) also found that the role and function typically generalized to high school counselors is career oriented in nature. Parents perceived their job as to help students by giving them information about course selections, career opportunities, test results, colleges, and scholarships.

In seeking clarification of the beliefs of parents regarding the role and function of the school counselor, Ibrahim et al. (1983) surveyed 821 parents in urban, rural, and suburban schools. They used a questionnaire consisting of 10 major counseling roles and functions as outlined by ASCA. Parents in the study perceived counselor functions to include the following activities: assisting in course selection based on the abilities and interests of the students; providing individual counseling services; referring students to appropriate community agencies; and keeping the public informed of the guidance program.

Remley and Albright (1988) trained researchers to conduct structured interviews to determine parent’s expectations of middle school counselors. Out of the 11 parents interviewed for the study, only five had positive perceptions of middle school counselors. When describing middle school counselors, interviewers recorded that parents thought counselors were "not dedicated, not strict enough in teaching children self-responsibility, and only interested in helping the good students who are high achievers." (Remley & Albright, 1988, p. 294). Parents had conflicting comments regarding the school counselor helping students with personal problems. Some saw this as an appropriate use of the counselor’s time, while others believed that

it was inappropriate. People that were deemed more appropriate by parents to help a child with his or her personal problems included other school personnel and family members.

Chapman and DeMasi (1990) published an article that relayed parents' perceptions of school counselor's effectiveness in college advising. The article revealed parents believed their child saw the school counselor approximately 11 times in their junior and senior year of high school. Students actually reported an average of 12.5 visits to the counseling office in the last two years of high school. Parents underestimated the number of visits their child made to the counselor, as well as the amount of time their child spent with the counselor. In addition, parents overestimated the amount of time the counselors spent working with students on interpersonal problems and on academic advising. Overall, parents in this study believed that counselor effectiveness in college advising was low. Often, parents did not know the number of times the counselor initiated contact with their child or the purpose of the contact, suggesting that parent perceptions were not reflective of what the school counselor was actually doing.

Teacher Perceptions of the Responsibilities of the School Counselor

Not many studies have been conducted regarding teacher's perceptions of the responsibilities of school counselors (Beesley 2004; Clark and Amatea, 2004), and most of the ones that have been done emphasized teacher-counselor collaboration rather than teacher's insight about specific school counselor duties (Reiner, Colbert, & Pérusse, 2009). One study that examined the perceived role of guidance counselors from teachers' perspectives found that counselors were viewed as both helpers and consultants (Ginter & Scalise, 1990). As helpers, teachers believed counselors were responsible for group and individual counseling, interpreting tests, making referrals, and conducting classroom guidance lessons. As consultants, teacher believed counselors were responsible for providing professional advice in classroom assessment,

role-playing, and curriculum planning. Myrick (1993) listed various commonly held misconceptions teachers have concerning the duties of counselors. For instance, some teachers view counselors as administrators of discipline, dean of students, administrative assistants, or evaluators. In addition, teachers often view counselors as strictly pro-student, always siding with students on issues.

In a national study of teacher perceptions of the professional school counselor's role, Reiner et al. (2009) examined to what extent teachers agreed that school counselors should engage in appropriate and inappropriate duties as defined in the ASCA National Model (2005). The findings revealed that teachers endorsed school counselor's engagement in 5 of the 12 inappropriate activities and 13 of the 16 appropriate activities. The inappropriate tasks endorsed by teachers included the following activities: maintaining student records, administering tests, computing grade point averages, and registering and scheduling students. The findings also revealed that the teachers did not believe counselors were often or consistently engaging in the appropriate tasks that they endorsed, but they believed counselors were engaging in the inappropriate tasks they endorsed. The most important functions of a school counselor, according to the teachers in the study, included interpreting and ensuring that student records were maintained in accordance with state and federal regulations; developing counseling program goals and activities based on the needs of assessments; registering and scheduling all new students; assisting students with academic and career planning; assisting student with personal and social development; working with students in a therapeutic, individual counseling mode; and assisting the principal to identify and resolve student issues, needs, and problems.

Reiner et al. (2009) corroborated the findings of a study conducted by Aluede and Imonikhe (2002) in regards to teacher's endorsing both appropriate and inappropriate school

counseling duties. Aluede and Imonikhe investigated teacher's perceptions of the school counselor's role and found that the majority of teachers believed school counselors should participate in the following appropriate activities: coordinate guidance services, provide career information to students, assist student with personal and social problems, assist with refer students to outside agencies for assistance, and provide individual and group counseling services (2002). Teachers also felt that counselors should engage in the following inappropriate duties: act as advisors to students on disciplinary matters, deal with common juvenile problems such as truancy and stealing, and assist with administrative duties other than those of the guidance program. The teachers in the study believed that the type of problems school counselors should handle, in order of importance, were: educational problems (41.67%), personal-social problems (33.33%), career problems (16.67%), and psychological problems (8.3%). In contrast to Reiner et al, teachers did not believe that school counselors should be responsible for some inappropriate activities like keeping students records or administering and interpreting psychological tests.

Wilgus and Shelley (1988) asked teachers and counselors to participate in a role investigation of school counselors to determine discrepancies between how teachers thought counselors spent their time, and how counselors actually spent their time. The following counselor responsibilities were listed for teachers to choose from: parent education, guidance and counseling-oriented meetings, individual counseling, group counseling, classroom programs, recognition programs, staff consultation, individual testing, group testing, staff development, referrals, classroom observations, parent contact and other (lunch duty, classroom substitutes, bus duty, and administrative tasks). The findings revealed that teachers believed counselors spent the majority of their time on parent contact, group counseling, and individual counseling, but counselor logs revealed that counselors spent most of their time on individual counseling, other (lunch duty, classroom substitutes, bus duty, and administrative tasks) and staff consultation. The

other category was perceived by teachers to be the responsibilities counselors spent the least amount of time on, while in reality it was the function second only to individual counseling.

Studies found that teachers believe it is important that school counselors educate them about counselor responsibilities, and also create publicity for the school counseling program (Beesley, 2004; Clark & Amatea, 2004; Hughey, Gysbers, & Starr, 1993). Hughey et al., (1993) surveyed students, parents and teachers in Missouri to evaluate comprehensive school guidance programs. Teachers were asked to rate the extent to which they believed that certain guidance activities were being conducted in their school. The researchers found that teachers believed counselors were participating in individual and small group planning for personal education, and career goals. In addition, teachers also believed counselors were participating in the following activities: staff and parent consultation, test interpretation, public relations activities for staff and the community, classroom guidance activities, small group counseling, and student referrals. Teachers were also asked to list suggestions for improving their school guidance programs. Many respondents recommended increased publicity about the guidance program and work of the counselors, as well as increased communication between teachers and counselors.

Clark and Amatea (2004) examined the perceptions of teachers regarding the necessary counseling and guidance services, as well the resulting reflections of the counselors who interviewed the teachers. A reoccurring theme mentioned by the counselor interviewers was the significance of educating teachers about the responsibilities and contributions of the school counselor. Many counselors thought that teachers needed to know more about what counselors do, especially in the areas of services and student interventions. Some of the teachers in the study did not view counseling as important, were not knowledgeable about how it can help students improve their academic performance, and viewed school counselor as support staff. Beesley

(2004) surveyed teachers across the Southwest regarding their perceptions about the effectiveness of school counseling services. Several areas of service, including public relations, were rated as somewhat to extremely inadequate by more than one third of respondents. In addition to public relations, other areas perceived as needing improvement included career counseling, academic planning, community referrals, parent education/family counseling, substance abuse counseling, and staff development.

Findings suggested both counselors and teachers believe it is important to educate teachers about the school guidance program (Beesley, 2004; Clark & Amatea, 2004; Hughey et al., 1993). Studies have looked at the impact that public relations activities have on parents and administrators (Hagborg, 1992; Leuwerke et al., 2009), but not on how public relations might influence teacher's knowledge of the school counselor's role and responsibilities. Hagborg (1992) researched the influence of a Counseling Report Card sent out by school counselors as a means of communicating with parents regarding their child's use of counseling services. Parents received a copy of the Counseling Report Card that indicated what counseling service(s) their child had accessed over the marking period. In addition to the Counseling Report Card, a questionnaire asked parents to rate the usefulness of the Counseling Report Card as a way for the middle school counselors to communicate with parents regarding the counseling services being provided to students. Of the 23 parents who returned the questionnaires, 95% supported the middle school counselor's use of the Report Card, and 90.9% felt that it was either useful or very useful.

Leuwerke et al., (2009) provided principals with different types of information about school counseling and examined the impact on their perceptions. The results indicated that information, particularly exposure to the ASCA National Model, influenced school administrator's

perceptions of the responsibilities of school counselors. Administrators who were exposed to the ASCA National Model endorsed increased time allocation to the delivery of guidance curriculum, response services, and system support. In addition, principals rated inappropriate school counselor tasks (e.g., substitute teaching, monitoring study hall, and registering students) as less important to the overall mission of their school after being exposed to the model.

What has become clear is that it is imperative that school counselors acquire support from stakeholders in order for them to do their jobs well. In particular, teacher knowledge of the appropriate duties of school counselors is essential to their jobs. Teachers need to understand what the appropriate responsibilities of the school counselor are before they can formulate accurate perceptions about school counselor effectiveness in fulfilling those responsibilities. It would be beneficial to know if it is to the school counselor's advantage to create publicity about what they are doing and to educate teachers about their functions within the context of a comprehensive school counseling program, as has been suggested (ASCA, 2005; Dahir & Stone, 2003; Stone & Dahir, 2011). There were two objectives of this study. The first was to determine which of the 14 appropriate and 14 inappropriate activities (as defined by ASCA, 2005) teachers think school counselors are responsible for. The second objective was to determine whether or not teachers' knowledge of the activities changed after three different types of information (a brochure, a newsletter, and an e-mail) was provided to them. In order to discover this information, this study is centered on two essential questions:

1. What appropriate and inappropriate activities (as defined by ASCA) do teachers believe school counselors are responsible for?
2. To what extent does creating publicity about the responsibilities of school counselors impact teacher knowledge of appropriate and inappropriate school counseling activities?

Method

Methodology

Descriptive statistics were used to summarize the collected data and answer both research questions. For each of the 28 items on the pretest and posttest, the frequency of selection was counted. In addition, a histogram was created to show a visual impression of the distribution of data on the pretest and posttest. Research question one was tested by analyzing the frequency of teachers who selected each item. Research question two was tested by comparing the frequency of selection of each item on pretest with the frequency of selection of each item on the posttest to determine if there were any changes.

Setting

The sample of participants in this project was taken from teachers at a city high school in the Northeastern United States during the 2011-2012 school years. All 60 full time teachers were solicited to participate in the current study. The data available from the U.S. Department of Education (2009-2010) stated that 6% of teachers have fewer than 3 years of teaching experience. One hundred percent of teachers at the school have a valid Teaching Certificate, and none of them are teaching classes outside of their Certification area. The turnover rate for teachers is 9%. The high school serves a total of 724 students in grades 9-12. Out of those students, 84% are White, 9% are Black, 3% are Hispanic or Latino, 2% are Multiracial, 1% is Asian, and 1% is Native American. Student stability is 98%. Thirty percent of students are eligible for free lunch, and 10% are eligible for reduced-price lunch.

Participants

Sixty individuals were chosen as potential participants in this research study. This population consisted of the full-time teachers at the high school level. This particular population was chosen for the primary reason that they were full time teachers, teaching at the high school

that the thesis project was being carried out. The study was limited to high school teachers to minimize confounding results by building level role responsibility differences.

Materials

The pretest and posttest (see Appendix A and Appendix B, respectively) were created using the American School Counseling Associations list of 14 appropriate and 14 inappropriate school counseling activities (ASCA, 2005, p. 56). There are no validity or reliability studies conducted on ASCA's list of appropriate and inappropriate activities. It is considered to be an educational tool for highlighting the responsibilities of the school counselor that best allow for the implementation of a comprehensive school counseling program. Stem items for questions 1 through 28 were those 14 items listed as appropriate counseling responsibilities and 14 items listed as inappropriate counseling activities. The inappropriate and appropriate activities were intermingled on the pretest and posttest. The posttest also included a question that asked teachers to circle which information set(s), out of the brochure, newsletter, and e-mail, they read. No demographic information was asked of the participants. The information sets distributed to the teachers, including the brochure, the newsletter, and the e-mail, were created by the researcher and designed to articulate the role and function of the school counselor within a comprehensive school counseling program. The brochure provided information about school counseling services, how school counseling programs are delivered, and who professional school counselors are. The newsletter provided information about what activities the school counselors at the researcher's site had done during the year (e.g. what services they provided). The purpose was to show how students were different as a result of the school counseling activities implemented at the intern's site. The e-mail was an outreach to teachers reinforcing how they can use the school counselor and explaining what services school counselors provide.

Procedure

The project was created and completed for a master's level thesis at the College at Brockport. This researcher was required to follow Institutional Review Board (IRB) procedures in the development and implementation of the project. The researcher worked in conjunction with the counselors and administrators at the high school she interned at to implement the project.

At a high school faculty meeting, this researcher invited all high school teachers to participate in the study. She explained the purpose of my study and what they could expect if they chose to participate (see the recruitment script in Appendix C for the exact wording). This researcher told the teachers that their participation was completely voluntary and that participation involved completing a pretest and posttest. She also told them that over the course of the next month, they would receive information about the role and responsibilities of school counselors. The Consent Form (see appendix D) and pretest were then passed out to the teachers, and the researcher left the room. The teachers were given 20 minutes to complete and return the pretest in the manila envelope left for them. The completed pretests were collected by this researcher at the completion of the faculty meeting and kept in a locked filing cabinet. Pretests were distributed to all teachers present at the faculty meeting. All teachers also received a follow-up e-mail the following day containing an explanation of the project and an attached pretest. Teachers were given one week to return the e-mailed posttest to the counseling center, where the secretary collected them in a manila envelope. Out of the 60 teachers that received the pretest via the faculty meeting or e-mail, 33 completed it. This resulted in a 55% return rate.

Over the course of one month the researcher distributed the brochure, newsletter, and e-mail to all teachers at the high school level. The brochure was placed in teacher's mailboxes one

week after the pretest was given. The newsletter was placed in teacher's mailboxes two weeks after the pretest was given. The e-mail was sent three weeks after the pretest was given.

Three weeks after the information sets were distributed to teachers, the researcher attended another faculty meeting to invite teachers to take the posttest. At the faculty meeting, this researcher explained her thesis project again and asked if teachers had any questions or comments about the information they received (see Appendix D for the recruitment script). She then passed out the posttests and left the room. The teachers were given 20 minutes to complete and return the posttests in the manila envelope left for them. The completed posttests were collected by this researcher at the completion of the faculty meeting and kept in a locked filing cabinet. All teachers also received a follow-up e-mail the following day containing an explanation of the project and an attached posttest. The teachers were given one week to turn in the e-mailed posttest, where the secretary collected them in a manila envelope.

Results

The impact of information on teacher's knowledge of appropriate and inappropriate counseling activities was explored through an analysis of descriptive statistics. The first set of data discussed will be the pretest.

Table One

Teacher Knowledge of School Counselor Responsibilities-Pretest

Items	% of Teachers Who Selected Item
1. Individual student academic program planning	85%
2. Registration and scheduling of all new students	97%
3. Interpreting cognitive, aptitude, and achievement tests	64%

4. Coordinating or administering cognitive, aptitude, and achievement tests	58%
5. Counseling students who are tardy or absent.	76%
6. Performing disciplinary actions	3%
7. Counseling students as to appropriate school dress	45%
8. Data entry	30%
9. Collaborating with teachers to present guidance curriculum lessons	58%
10. Sending students home who are not dressed appropriately	6%
11. Analyzing grade point averages in relationship to achievement	61%
12. Preparation of individual education plans and school attendance review boards	64%
13. Interpreting student records	82%
14. Working with one student at a time in a therapeutic, clinical mode	67%
15. Disaggregated data analysis	24%
16. Advocating for students at individual education plan meetings, student study teams and school attendance review boards	82%
17. Assisting with duties in the principal's office	6%
18. Working with students to provide small and large group counseling services	88%
19. Clerical record keeping	15%
20. Assisting the school principal with identifying and resolving student issues	94%
21. Supervising study halls	0%
22. Ensuring that student records are maintained as per state and federal regulations	91%
23. Maintaining student records	85%
24. Providing teachers with suggestions for better management of study halls	3%
25. Computing grade point averages	55%
26. Teaching classes when teachers are absent	0%
27. Signing excuses for students who are tardy or absent	3%

79%

28. Counseling students who have disciplinary problems

Pretest Appropriate Responsibilities

There were 14 appropriate activities listed on the pretest. The activities that ASCA endorses as appropriate include items number 1, 3, 5, 7, 9, 11, 13, 15, 16, 18, 20, 22, 24, and 28. At least half of the teachers who took the pretest believed that counselors were responsible for 11 of the 14 appropriate responsibilities. The appropriate responsibilities selected the most by teachers were as follows: assisting the school principal identifying and resolving student issues, needs, and problems (94%); ensuring that student records are maintained as per state and federal regulations (91%); working with students to provide small and large group counseling services (88%); individual academic planning (85%); interpreting student records (82%); advocating for students (82%); and counseling students who have disciplinary problems (79%). The lowest teacher selected appropriate activities included the following: counseling students as to appropriate school dress (45%); disaggregated data analysis (24%); and providing teachers with suggestions for better management of study halls (3%).

Pretest Inappropriate Activities

There were 14 inappropriate activities listed on the pretest. The activities that ASCA deems inappropriate include items number 2, 4, 6, 8, 10, 12, 14, 17, 19, 21, 23, 25, 26, and 27. At least half of the teachers who took the pretest believed that counselors were responsible for 6 of the 14 items. These items included registering and scheduling all new students (97%); maintaining student records (85%); working with one student at a time in a therapeutic, clinical mode (67%); preparing individual education plans (64%); administering cognitive, aptitude, and achievement tests (58%); computing grade point averages (55%). The lowest teacher selected inappropriate activities included the following: teaching classes when teachers are absent (0%);

supervising study halls (0%); signing excuses for students who are tardy (3%); performing disciplinary actions (3%); assisting with duties in the principal's office (6%); and sending home students who are inappropriately dressed (6%).

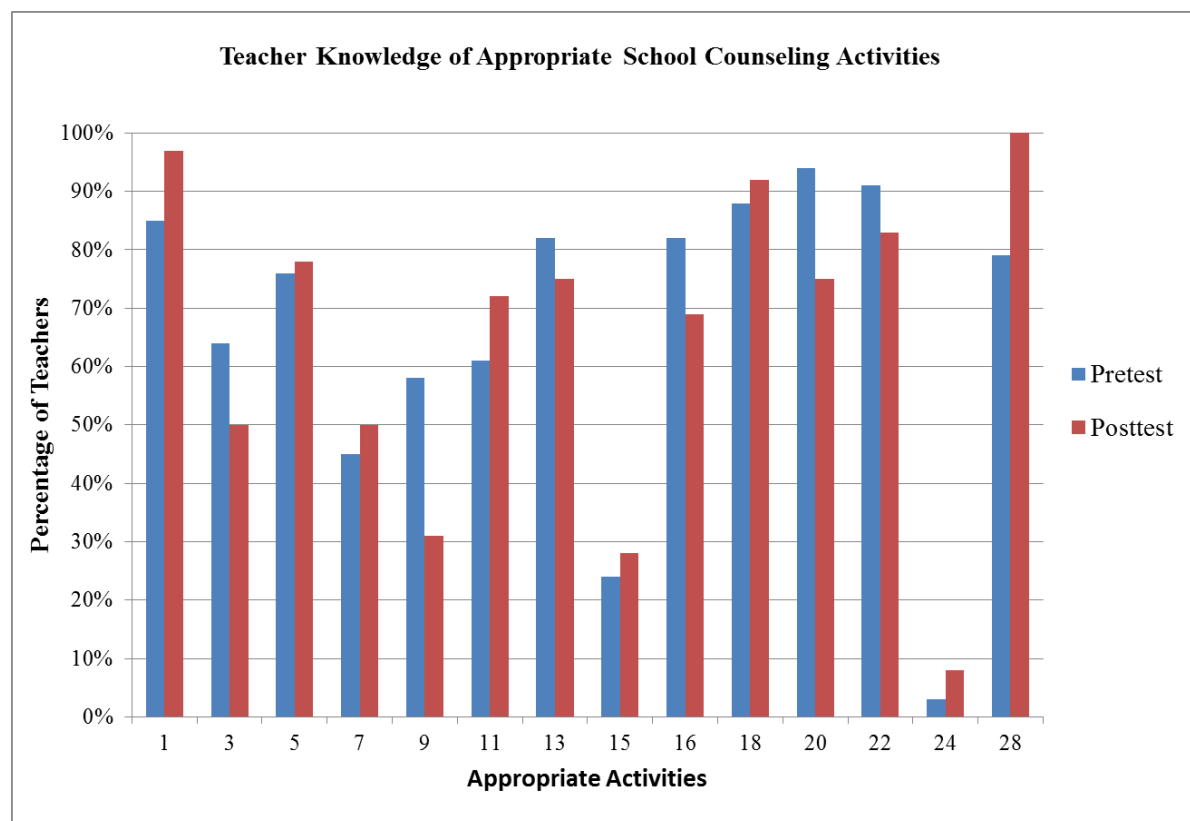


Figure One. This figure illustrates the appropriate activities selected by teachers on the pretest and posttest. See Appendix E for a list of appropriate activities.

Posttest Appropriate Responsibilities

The first three items on the posttest asked teachers to circle which information set(s) they read. Sixty-eight percent of teachers returned the posttest. Five posttests were thrown out because the participants did not read any of the information presented to them (the brochure, newsletter, or e-mail) and therefore were not exposed to the education program. This brought the return rate down to 60%. The results revealed that 51% of teachers who took the posttest read the brochure, 32% read the newsletter, and 66% read the e-mail. Twelve percent of teachers did not

read any of the information sets. Out of the teachers who read the brochure, newsletter, or e-mail, at least 50% believed that counselors were responsible for 11 of the 14 appropriate responsibilities. The appropriate responsibilities selected the most by teachers who read any of the three information sets were as follows: counseling students who have disciplinary problems (100%); individual academic planning (97%); working with students to provide small and large group counseling services (92%); ensuring that student records are maintained as per state and federal regulations (83%); interpreting student records (75%); assisting the principal with identifying and resolving student issues (75%). The appropriate activities selected least by teachers who read any of the three information sets were as follows: providing teachers with suggestions for better management of study halls (8%); disaggregated data analysis (28%); and collaborating with teachers to present guidance curriculum lessons (31%).

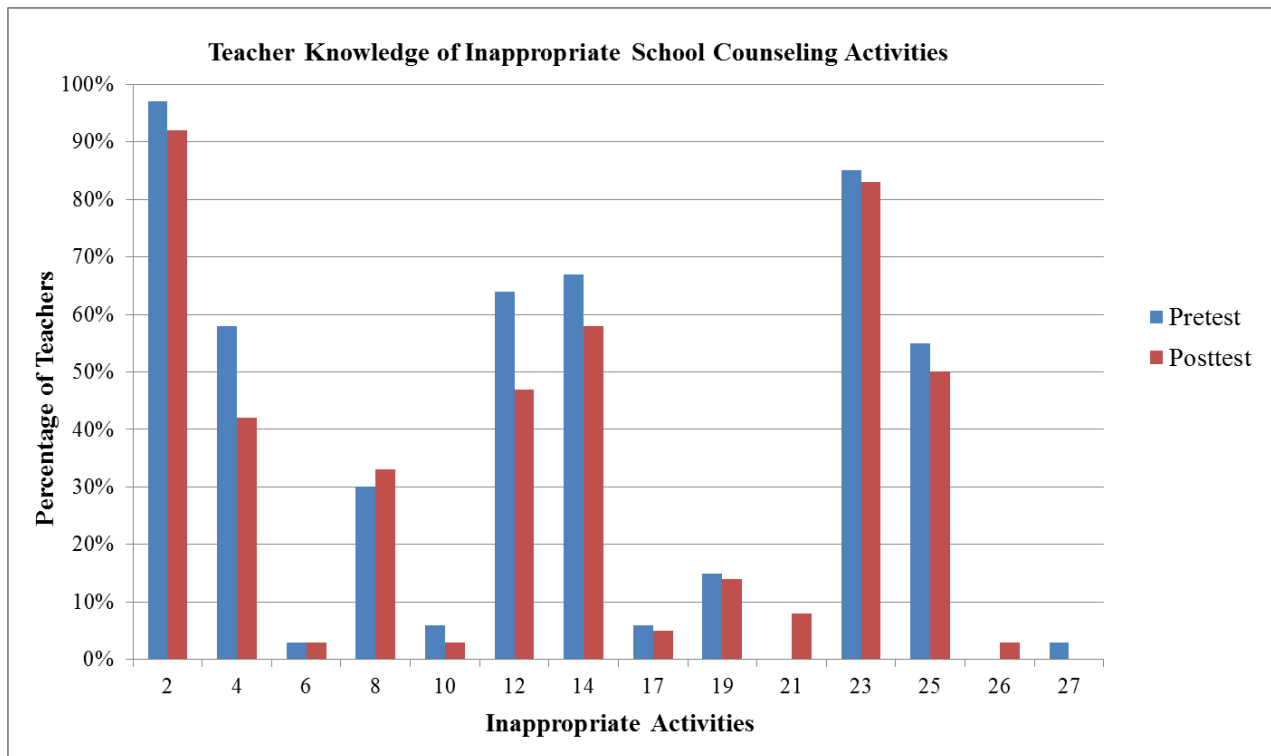


Figure Two. This figure illustrates the inappropriate activities selected by teachers on the pretest and posttest. See Appendix E for a list of inappropriate activities.

Posttest Inappropriate Activities

At least 50% of the teachers who took the posttest and read one or more of the information sets believed that counselors were responsible for 4 of the 14 items. These items included registering and scheduling all new students (92%); maintaining student records (83%); working with one student at a time in a therapeutic, clinical mode (58%); and computing grade point averages (50%). The lowest teacher selected inappropriate activities included the following: signing excuses for students who are tardy (0%); teaching classes when teachers are absent (3%); performing disciplinary actions (3%); assisting with duties in the principal's office (5%); supervise study halls (8%); sending home students who are inappropriately dressed (6%); and clerical record keeping (14%).

Discussion

This study examined which appropriate and inappropriate counseling activities, as recommended by ASCA (ASCA, 2005) teachers believed counselors should be responsible for. Data was collected both before and after teachers were given information about the role and responsibilities of school counselors. Two research questions were addressed. The first question determined what appropriate and inappropriate activities (as defined by ASCA) teachers believed school counselors are responsible for. The second research question determined the extent that creating publicity about the responsibilities of school counselors impacted teacher knowledge of appropriate and inappropriate school counseling activities.

The findings of the pretest suggest that teachers believe school counselors are responsible for most of the tasks that ASCA endorses as appropriate responsibilities. In addition, the results suggest that the high school teachers at the site of the study would be supportive of their school counselors engaging in roles consistent with those endorsed by ASCA. However, teacher

perceptions of some of the inappropriate activities were in contrast to ASCA's recommendations. A similar study conducted by Reiner et al. (2009) suggested that some activities teacher's believed school counselors were responsible for may have been circled because respondents did not detect the language subtleties of certain questions. For example, it is considered inappropriate for school counselors to "maintain" student records, yet "ensure that student records are maintained in accordance with state and federal regulations" is considered appropriate. To people who are not school counselors, these activities may appear to be the same thing (Reiner et al., 2009). Upon reviewing the selected inappropriate activities from this perspective, one could argue that teachers might be more knowledgeable of the ASCA-endorsed responsibilities than the results resemble at first glance.

The appropriate activities selected by teachers before and after exposure to the information sets were nearly identical. Six out of the top seven responsibilities selected by the teachers on both the pretest and the posttest were the same, with the exception of item 16, "advocating for students at IEP meetings." That item was one of the top seven selected appropriate responsibilities on the pretest, but it was replaced with item 5, "counseling students who are tardy or absent" on the posttest. In addition, 10 of the 11 appropriate responsibilities selected by at least 50% of the teachers were the same for the pretest and posttest. The item "counseling students as to appropriate school dress" increased from 45% to 50%, while the item "collaborating with teachers to present guidance curriculum lessons" decreased from 58% to 31%. The reasoning for that could be the interpretation of the term "collaborate." Counselors who give guidance lessons in classrooms may collaborate extensively by creating the lessons with teachers, or they may collaborate simply by setting up times with teachers to push in to their classrooms. If teachers did not interpret the word "collaborate" loosely, that may have impacted

that item's lower selection rate on the posttest. Two appropriate activities were not selected by at least 50% of teachers on the pretest or posttest. Those activities were "disaggregated data analysis" (increased from 24% to 28%) and "providing teachers with suggestions for better management of study halls" (increased from 3% to 8%). Overall, the posttest revealed that there was little change in teacher's knowledge of appropriate school counselor responsibilities after different information sets were given to teachers.

There was a decrease in the number of inappropriate activities selected after the information sets were given out. At least half of teachers selected 6 out of 14 inappropriate activities on the pretest, and only 4 out of 14 inappropriate activities on the posttest. The finding of the posttest are consistent with previous research conducted by Leuwerke et al. (2009); they found that principals exposed to information about the role of schools counselor's rated ASCA's inappropriate tasks as less important compared to principals who did not receive the information. The top selected inappropriate activities remained the same, but 'preparing individual education plans' decreased from 64% to 47%, and 'administering cognitive, aptitude, and achievement tests' decreased from 58% to 42%. Many of the inappropriate responsibilities selected by teachers on the pretest and posttest could be categorized as clerical tasks. These findings were consistent with a previous study conducted by Perusse et al. (2004); they found that principals endorsed the following activities: registering and scheduling all new students; maintaining student records; and computing grade point averages. Another inappropriate activity selected by the majority of teachers on the pretest and posttest was "working with one student at a time in a therapeutic, clinical mode." This finding suggests that teachers believe school counselors are responsible for providing therapy, rather than handing over this task to outside agencies or

clinics. When school counselors do not provide mental health services to students, they may not be seen as counselors, but rather be assigned administrative tasks.

Limitations

This study was limited to high school teachers in one public school district. The data sample was collected from those teachers who were willing to participate, which limits this study's generalizability. A larger sample that includes more teachers from different grade levels and schools would allow for a broader examination of how teacher's knowledge is impacted by information about the role and responsibilities of the school counselor. It is possible that teachers at different grade levels and in different schools would respond differently to educational programs than the teachers in this study responded. Another limitation is that the teachers at the site of the study could have been impacted by individual school counselors' strengths, weaknesses, and reputations in the school in which the study was performed. Additionally, there was no way to guarantee that the teachers who took the pretest also took the posttest. Although all teachers were given an opportunity to take both, some teachers may have taken the pretest and not the posttest, or may have taken the posttest and not the pretest. Changes in teacher's knowledge were not tracked individually, but rather as a collective whole.

Implications for Counseling

School counselors need to be conscious of their own stakeholders' perceptions of the tasks that stakeholders believe school counselors are responsible for, because it may impact the success of their school counseling program (ASCA, 2005; Jackson et al., 2002). Overlooking stakeholder expectations may result in school counselors and/or the school counseling program being perceived as not effective. These research findings demonstrated that brief, non-dynamic information presented to teacher can impact teacher's knowledge of school counselor

responsibilities. Informing other stakeholders and changing erroneous perceptions is one step towards counselor's goal of building a comprehensive school counseling program.

School counselors might consider conducting research within their own school to measure the perceptions that different stakeholders have about school counseling program activities and school counselor effectiveness. Counselors can also identify various stakeholders' perceptions of other priorities and needs that those stakeholders expect school counselors to address in their schools. Doing this allows stakeholders to feel as though they have a voice in the school counseling program, that their thoughts are appreciated, and that school counselors are receptive to their concerns. Once school counselors have addressed the identified concerns of stakeholders, school counselors can create public relations about what the need was and identify how they addressed it (ASCA, 2005).

Recommendations for Future Research

Future research could include gathering data on the perceptions of multiple stakeholders including other school personnel, parents, students, and the community. School counselors serve many different stakeholders; therefore each individual group may have similar or differing views about the role and responsibilities of school counselors. The perceptions of school counselors' engagement in certain activities could impact different groups of people's evaluation of the school counseling program. Using this information, school counselors could educate other stakeholders about their appropriate role activities and then analyze the impact that that education had on stakeholders' knowledge.

Another area of research would be to more closely analyze the relationship between teachers and counselors. Qualitative research that investigated the communication patterns and practices of teachers and counselors could provide insight into the characteristics that foster a

good working relationship. In addition, increased education of future teachers about school counseling at the pre-professional level may also be beneficial to help teachers understand the counselor's role. Training sessions could be developed and evaluated to study the most effective method to educate teachers about the school counseling profession.

Conclusion

Providing data about the role of school counselors and evidence of student success as a result of school counseling interventions can help change perceptions of stakeholders and gain support for school counseling program. As indicated in the present study, information about the role and responsibilities of school counselors can impact teacher's perceptions and be used as a tool to advocate greater involvement in appropriate roles. Informing various groups of people about school counseling programs and the work of school counselors can enhance the image of the program and inform people of what school counseling is about. Public relations is an ongoing process that takes an organized effort on the part of the school counseling staff.

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Appendix A

Dear Teacher,

Please select; to the best of your knowledge, the responsibilities of a school counselor.

- ☐ 1. Individual student academic program planning
- ☐ 2. Registration and scheduling of all new students
- ☐ 3. Interpreting cognitive, aptitude, and achievement tests
- ☐ 4. Coordinating or administering cognitive, aptitude, and achievement tests.
- ☐ 5. Counseling students who are tardy or absent.
- ☐ 6. Performing disciplinary actions
- ☐ 7. Counseling students as to appropriate school dress
- ☐ 8. Data entry
- ☐ 9. Collaborating with teachers to present guidance curriculum lessons
- ☐ 10. Sending students home who are not dressed appropriately
- ☐ 11. Analyzing grade point averages in relationship to achievement
- ☐ 12. Preparation of individual education plans, student study teams and school attendance review boards
- ☐ 13. Interpreting student records
- ☐ 14. Working with one student at a time in a therapeutic, clinical mode
- ☐ 15. Disaggregated data analysis
- ☐ 16. Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- ☐ 17. Assisting with duties in the principal's office
- ☐ 18. Working with students to provide small and large group counseling services
- ☐ 19. Clerical record keeping
- ☐ 20. Assisting the school principal with identifying and resolving student issues, needs, and problems
- ☐ 21. Supervising study halls
- ☐ 22. Ensuring that student records are maintained as per state and federal regulations
- ☐ 23. Maintaining student records
- ☐ 24. Providing teachers with suggestions for better management of study halls
- ☐ 25. Computing grade point averages
- ☐ 26. Teaching classes when teachers are absent
- ☐ 27. Signing excuses for students who are tardy or absent
- ☐ 28. Counseling students who have disciplinary problems

Appendix B

Dear Teacher,

I read (please check all that apply):

- ☐ The Brochure
- ☐ 2. The Newsletter
- ☐ 3. The E-mail

Please select; to the best of your knowledge, the responsibilities of a school counselor.

- ☐ 1. Individual student academic program planning
- ☐ 2. Registration and scheduling of all new students
- ☐ 3. Interpreting cognitive, aptitude, and achievement tests
- ☐ 4. Coordinating or administering cognitive, aptitude, and achievement tests.
- ☐ 5. Counseling students who are tardy or absent.
- ☐ 6. Performing disciplinary actions
- ☐ 7. Counseling students as to appropriate school dress
- ☐ 8. Data entry
- ☐ 9. Collaborating with teachers to present guidance curriculum lessons
- ☐ 10. Sending students home who are not dressed appropriately
- ☐ 11. Analyzing grade point averages in relationship to achievement
- ☐ 12. Preparation of individual education plans, student study teams and school attendance review boards
- ☐ 13. Interpreting student records
- ☐ 14. Working with one student at a time in a therapeutic, clinical mode
- ☐ 15. Disaggregated data analysis
- ☐ 16. Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- ☐ 17. Assisting with duties in the principal's office
- ☐ 18. Working with students to provide small and large group counseling services
- ☐ 19. Clerical record keeping
- ☐ 20. Assisting the school principal with identifying and resolving student issues, needs, and problems
- ☐ 21. Supervising study halls
- ☐ 22. Ensuring that student records are maintained as per state and federal regulations
- ☐ 23. Maintaining student records
- ☐ 24. Providing teachers with suggestions for better management of study halls
- ☐ 25. Computing grade point averages
- ☐ 26. Teaching classes when teachers are absent
- ☐ 27. Signing excuses for students who are tardy or absent
- ☐ 28. Counseling students who have disciplinary problems

Appendix C

Recruitment Script for the Pretest:

Hello everyone. For those of you that do not know me, my name is Laura Hale, and I am interning with the counseling department this year. As part of the coursework for my masters, I am required to complete a thesis. My topic is "Teacher Knowledge of School Counselor Responsibilities." I am here today to invite all teachers to participate in my research study. The study involves completing a pretest now and a posttest in a few months. The pretest and posttest will be kept in a locked filing cabinet in my house, and shredded once my research study is complete. Over the next few weeks you will receive three information sets about the role and responsibilities of a school counselor. I will give out the posttest after the information has been distributed to you. Are there any questions? At this time, I am going to pass out the Consent Form and pretest. The Consent Form is yours to keep. I will be leaving the room, and ask that you place the pretest in this manila envelope that I am leaving on the table. I will return to get the envelope once the faculty meeting is over. I want to remind everyone that there is no pressure to participate in this study and it is completely voluntary. You will not receive any benefits or punishment for choosing to participate or not participate. Your participation or non-participation in this study will have absolutely no impact on your job. In addition, the administration is not involved in this study and will not receive a copy of my findings. Thank you all for your time.

Recruitment Script for the Posttest:

Hello everyone. As you may remember, my name is Laura Hale, and I am interning with the counseling department this year. At the last faculty meeting I attended, I explained to you that as part of the coursework for my masters, I am required to complete a thesis. My topic is "Teacher Knowledge of School Counselor Responsibilities." Over the course of the last few weeks, I distributed information to you about the role and responsibilities of the school counselor in the form of a brochure, newsletter, and e-mail. Do any of you have any comments or questions about the information that was given to you (pause and see if anyone has comments or questions)? Please feel free to talk with me after if you would like to discuss the material given to you. Okay, now I am going to invite those of you that took the pretest to now complete the posttest. It is important that if you did not take the pretest, that you do not take the posttest. The posttests will be kept in a locked filing cabinet in my house (along with the pretests), and shredded at the completion of my research project. Once again, I want to remind those of you that did take the pretest that your participation is still completely voluntary. You will not receive any punishment for choosing not to complete the posttest. Your participation or non-participation in this study will have absolutely no impact on your job. In addition, the administration is not involved in this study and will not receive a copy of my findings. At this time, I am going to pass out the posttests. I will be leaving the room, and ask that you place the posttest in this manila envelope that I am leaving on the table. I will return to get the envelope once the faculty meeting is over. Thank you all for your time.

Appendix D

STATEMENT OF INFORMED CONSENT

The purpose of this study is to see whether or not an educational program will impact teacher's knowledge of school counselor responsibilities. This research project is being conducted in order for me to complete my master's thesis for the Department of Counselor Education at the College at Brockport, SUNY.

In order to participate in this study, your informed consent is required. Participation in this study requires the completion of a pretest and a posttest. In between the time I give out the pretest and the time I give out the posttest, I will be distributing information sets to you about the role and responsibilities of the school counselor. The pretest is being given now, and the post test will be given in one month. You are being asked to make a decision whether or not to participate in the project. If you want to participate in the project, and agree with the statements below, your completion of the pretest signifies your consent. You may change your mind at any time and leave the study without penalty, even after the study has begun. Your choice to participate or not participate in this study will have absolutely no effect on your job.

I understand that:

1. My participation is voluntary and I have the right to refuse to answer any questions.
2. My confidentiality is protected. My name will not be written on the survey. There will be no way to connect me to my written survey. If any publication results from this research, I would not be identified by name.
3. There will be no anticipated personal risks or benefits because of my participation in this project.
4. My participation involves reading a written survey 28 questions and answering those questions in writing. It is estimated that it will take 5 minutes to complete the survey.
5. Approximately 70 people will take part in this study. The results will be used for the completion of a master's thesis by the primary researcher.
6. Data will be kept in a locked filing cabinet by the investigator. Data will be destroyed by shredding when the research has been completed.

I am 18 years of age or older. I have read and understand the above statements. All my questions about my participation in this study have been answered to my satisfaction. I agree to participate in the study realizing I may withdraw without penalty at any time during the survey process. Returning the pretest indicates my consent to participate.

Appendix E

Items	Pretest	Posttest
1. Individual student academic program planning	97%	85%
2. Registration and scheduling of all new students	92%	97%
3. Interpreting cognitive, aptitude, and achievement tests	50%	64%
4. Coordinating or administrating cognitive, aptitude, and achievement tests	42%	58%
5. Counseling students who are tardy or absent.	78%	76%
6. Performing disciplinary actions	3%	3%
7. Counseling students as to appropriate school dress	50%	45%
8. Data entry	33%	30%
9. Collaborating with teachers to present guidance curriculum lessons	31%	58%
10. Sending students home who are not dressed appropriately	3%	6%
11. Analyzing grade point averages in relationship to achievement	72%	61%
12. Preparation of individual education plans and school attendance review boards	47%	64%
13. Interpreting student records	75%	82%
14. Working with one student at a time in a therapeutic, clinical mode	58%	67%
15. Disaggregated data analysis	28%	24%
16. Advocating for students at individual education plan meetings, student study teams and school attendance review boards	69%	82%
17. Assisting with duties in the principal's office	5%	6%
18. Working with students to provide small and large group counseling services	92%	88%
19. Clerical record keeping	14%	15%
20. Assisting the school principal with identifying and resolving student issues	75%	94%
21. Supervising study halls	8%	0%
22. Ensuring that student records are maintained as per state and federal regulations	83%	91%
23. Maintaining student records	83%	85%
24. Providing teachers with suggestions for better management of study halls	8%	3%
25. Computing grade point averages	50%	55%
26. Teaching classes when teachers are absent	3%	0%
27. Signing excuses for students who are tardy or absent	0%	3%
28. Counseling students who have disciplinary problems	100%	79%